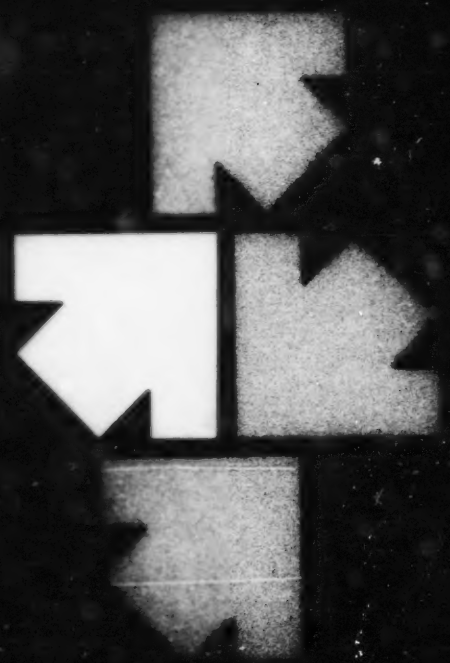
Learning Resources in Planning

A Guide to Curriculum Development



LEARNING RESOURCES IN PLANNING

A Guide to Continuing Education and Training

Inter-Agency Planning Branch
Planning Services Division
Alberta Municipal Affairs

Honourable Julian G. J. Koziak
Minister of Municipal Affairs

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ACKNOWLEDGEMENTS

Advisory Committee on Training

Barry Clarke
Edmonton Metropolitan RPC

Michael Gordon
NAIT

Walter Jamieson
University of Calgary

Ron Kinney
University of Alberta

Ted Nicholson
Oldman River RPC

Linda Strandlie
City of Edmonton

William Symonds
Municipal Affairs

Stephen Thompson
Mount Royal College

Graham Murchie
Municipal Affairs
(Chairman)

Zard Sarty
Land Use Planning Group

Planning Training Consortium

Walter Jamieson
University of Calgary

Ron Kinney
University of Alberta

Michael Gordon
NAIT

Stephen Thompson
Mount Royal College

Inter-Agency Planning Branch

Graham Murchie, Director & Editor
Shirley Kwan, Project Officer
Steven Rivers, Research Assistant
Sharon Ottewell, Production

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LEARNING RESOURCES IN THE PLANNING FIELD:

A Guide to Continuing Education and Training

1. INTRODUCTION TO PROGRAM

Changing Roles of Planning

Land use planning in Alberta, and for that matter elsewhere in Canada, has been undergoing a new scrutiny by politicians and planners alike, as the impacts of Post-Industrial society and a declining economy make themselves felt. At the political level, a number of Planning Acts have been examined and found wanting, and the role of the planner as an agent of control has been seen to be superfluous when growth no longer presses; at the professional level, discussion of the planner's changing role finds focus in the recently released report of the task force on the future of the profession.

Planning in Alberta has been no less free of this turbulence and questionning. A new Planning Act in 1977; the changing role of regional planning; the impact of the economy on growth and on the practice of planning: all have served to challenge the operation of planning and its role in the system of governance.

This report's predecessor **Training Needs of Planners: Skills for More Effective Planning,** published in 1982, polled planners from across the Province on what areas they felt they needed additional training in.[1] The respondents' selection of process and behavioural, rather than technical and legal, areas as their paramount needs indicates a move away from what **Prospects of Planning,** the report of the task force on the future of the planning profession, called "a preoccupation among many planners with the regulatory aspects of planning to the detriment of the other more positive aspects".[2]

Yet the issue of traditional versus new paradigms in planning is still very much alive, as recent political actions and the continuing debate among planners indicate. This report, and the program of which it is a part, is based on the assumption that in times of turbulence and major changes in role, continuing education and training have a key part to play in equipping people with new skills, and organizations with new capabilities, to respond to the changes in demand.

Responding to Need

Until the recent economic downturn, Alberta had almost thirty years of unprecedented growth, with its attendent demands on the land use planning system.[3] Planning diffused across a wide range of municipalities and

among a number of Provincial government departments. Within less than a decade, a large number of agencies staffed up and became involved in planning, frequently importing young professionals, with little experience, from outside the province. Growing pains were felt in a number of places.

An initial round of discussions in 1977 with individuals and groups throughout the planning system identified the area of training as one requiring attention, but the relatively low priority assigned to it meant that it was not possible to take positive action to deal with it until several years later, in 1980.

The need for a program of training was examined as part of the Regional Planning System Study, a three-year review of the operations of regional planning conducted on behalf of the Alberta Planning Board.[4] The lack of training in new techniques and approaches accessible to all planners and policy-makers was viewed at that time as one of the contributing factors in the system's lack of an appropriate response to the changing socio-economic and political environment. Consequently, a **Proposed Training Program in Planning** was developed in an effort to stimulate interest and to address the situation.[5] It was circulated to interested parties across the Province and their views and suggestions were incorporated into the subsequently developed program.

Steps in the Process

The objectives of the program were defined, at that time, as being

a) the identification of need,
b) determining available training resources,
c) developing alternative approaches to linking needs and resources, and
d) putting in place a continuing program structure.

Work is well advanced on the first two goals, with one report published in April 1982 — **Training Needs of Planners: A Survey of Skills for More Effective Planning** — and this report, representing a review of available resources, now being made available to a broader audience.[6]

The program now addresses the latter two objectives, constituting the implementation phase, with a pilot series of courses now under development, and the Planning Training Consortium now operating to coordinate the involvement of four post-secondary institutions.

A review of how work has progressed this far follows, setting the context out of which the next phases will evolve.

Needs Identification Phase

After discussions were held on the overall approach to developing a training program, an Advisory Committee on Training was created in late 1980 to provide advice on a continuing basis as the program took shape. It is composed of fifteen people plus staff of Inter-Agency Planning Branch, representing city, regional and provincial planning agencies; the private consulting sector; the Alberta Association of the Canadian Institute of Planners and those post-secondary educational institutions having planning or planning-related curriculums.

With the assistance of the Committee and a Working Group of Planners created especially for the task, a questionnaire was developed, and copies were sent to some 900 planners and paraprofessionals across the Province. Using the 355 questionnaires which were returned, an analysis was performed and the results published in April 1982 as **Training Needs of Planners**, cited above.

With the advent of the recession, the optimistic context within which the questionnaire had been developed, and answered, seemed less than relevant, although the orientation of the responses seemed as appropriate.

Impact of the Recession on Need

It now appeared appropriate to think of the primary goal of the program as being "to assist decision-makers and their staffs operating in the land use planning and policy development field to develop and maintain the necessary skills to deal with an increasingly complex system, in times of economic difficulty."

The impact of the recession on organizations throughout the Province has meant that more must be done with less, especially with regard to the human resources, the largest investment in any planning organization. Also, new demands are being made on many components of the system, requiring new levels of cooperation, innovation, and managerial expertise.

Role of this Report

This report investigates the training resources available in Alberta and elsewhere to meet the needs identified in Phase I of the training program and reported in **Training Needs of Planners**. The scope of this phase of the program encompasses not only the identification of the traditional insitutional course offerings, citing their location and content, but also includes innovative means of learning — the "invisible university", learning contracts and so on — not commonly thought of as potential ways of furthering one's education or training, or the staff development needs of an organization.

The report is intended to help the individual chart his or her path through the maze of learning opportunities, to find those which are uniquely suited to the individual and the particular job situation. The information also has applicability to the development of training programs for organizations in the planning field, assisting them in the career development of planners and other staff.

Feedback from the report will assist the Advisory Committee on Training and the newly established Planning Training Consortium to respond to the changing demands in their recommendations on new courses and training programs.

2. APPROACH TO ADULT LEARNING

Needs of the Professional in Alberta

In our approach to preparing this guide to learning resources, we were cognizant of the needs of planners across the province, as suggested by the findings reported in **Training Needs of Planners.** If these results are representative, the 'average' planner could be characterized as:

- at the entry level professionally (38 percent had 3 years or less experience);
- employed by government predominantly (79 percent were employed by the Provincial government, regional planning commissions or municipalities);
- at relatively low levels in their organizations (48 percent were at the junior or intermediate levels);
- well-educated but with a significant proportion lacking advanced qualifications or qualifications in planning (86 percent had bachelor degrees but only 25 percent of these were in planning); and
- located mainly in Edmonton and Calgary, but with significant numbers distributed among nine other places.

These findings suggested that no standardized approach nor single set of offerings would satisfy all or even most needs. The diversity of jobs held, educational qualifications, and levels of experience suggested that there was need for programs operating at all levels — diploma, certificate, bachelor's, master's, doctoral — and available in a number of locations, but with the flexibility to permit an individual to meet his own pace and particular career requirements.

For these reasons, we have gone beyond listing the traditional avenues of continuing education and have included other approaches which may be found useful.

Although a complete and thorough analysis of subject areas that planners expressed interest in, in Phase I of the work, is possible, resource limitations have prevented us from going much beyond a somewhat cursory review of non-planning subject areas. Since these constituted most of the top eighteen areas cited as important, we believe the results will not suffer unduly from this necessary compromise.

Eighteen subject areas were identified as "important" or "very important" by a majority of the survey respondents (Figure 1).

Figure 1 MAJOR TRAINING NEEDS OF PLANNERS

Need Areas	Respondents Percent Total	Need Areas	Respondents Percent Total
Creative Thinking & Problem Solving	80.3	Consultation & Negotiation	69.6
Making Presentations	78.3	Multi-organizational Coordination	68.4
Public Speaking	77.8	Preparing Statutory Plans	67.6
Team Building	74.1	Policy Development	67.4
Organizing Time	73.8	Public Participation in Planning	66.8
Organizing Meetings	72.9	Project Management	66.5
Preparing Reports & Briefs	71.6	Decision-making in Uncertainty	66.5
Policy Implementation	71.0	Assertiveness	66.0
Evaluating Personal Performance	69.9	Organization Development	65.0

From **Training Needs of Planners: A Survey of Skills for More Effective Planning** p. 15

These have been used to structure a check-list of subject areas against which the Alberta post-secondary institutions were referenced. These checklists will be found later in the report.

Needs of the Adult Learner

Considerable research over the last decade or so has revealed that the needs of the adult for learning can best be met in ways quite different from those of the youthful learner, outside the traditional educational establishment.[7] This may come as welcome news to the professional who, after twelve years in primary and high school, four years as an undergraduate and two years at graduate school, may want nothing so much as to never again see the inside of a classroom!

Malcolm Knowles challenges many of the assumptions and processes underlying the educational system and its inability to alter its traditional approach when confronted by the adult learner.[8] He characterizes the traditional approach as being *pedagogical* or youth-oriented, where the teacher directs the learning process, and contrasts this with the *andragogical* or adult-oriented approach, which is largely self-directed learning. Since relating this debate here would not be appropriate, readers are referred to Figure 2 for comparison of the assumptions and process elements of the two different models, and to the references for further readings.

Different Modes of Adult Learning

A number of alternative ways of engaging in the learning experience are available to the adult seeking to expand his other horizons:

- **self-directed learning**

  Ronald Gross describes the persons involved in self-directed learning as "lifelong learners who make use of readily available resources to develop themselves." Self-education can be achieved through what he termed the Invisible University, i.e. the informalized learning resources in our society.

- **distance learning**

  new programs under such names as the "university without walls" and "external degrees" offer ways of learning or obtaining a degree through independent study. New technology, such as satellite television and teleconferencing, facilitate humanized learning, over distances, by introducing inter-personal communication to supplement the packaged course materials.

Figure 2 THE PEDAGOGICAL AND ANDRAGOGICAL MODELS OF LEARNING (By Malcolm S. Knowles)

a) ASSUMPTIONS		
About:	**Pedagogical**	**Andragogical**
Concept of the learner	Dependent personality	Increasingly self-directing
Role of learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level & curriculum	Develops from life tasks & problems
Orientation to learning	Subject-centered	Task- or problem-centered
Motivation	By external rewards and punishments	By internal incentives, curiosity

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek word *paid* (meaning child) and *agogus* (meaning guide or leader) — thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "andragogy," from the Greek word *aner* (meaning adult) — thus being defined as the art and science of helping adults (or, even better, maturing human beings) learn.

b) PROCESS ELEMENTS		
Elements	**Pedagogical**	**Andragogical**
Climate	Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive
Planning	Primarily by teacher	Mutually by learners and facilitator
Diagnosis of needs	Primarily by teacher	By mutual assessment
Setting of objectives	Primarily by teacher	By mutual negotiation
Designing learning plans	Teachers' content plans Course syllabus Logical sequence	Learning contracts Learning projects Sequenced by readiness
Learning activities	Transmittal techniques Assigned readings	Inquiry projects Independent study Experiential techniques
Evaluation	By teacher Norm-referenced (on a curve) With grades	By learner-collected evidence validated by peers, facilitators, experts Criterion-referenced

These two models do not represent bad/good or child/adult dichotomies, but rather a continuum of assumptions to be checked out in terms of their rightness for particular learners in particular situations. If a pedagogical assumption is realistic for a particular situation, then pedagogical strategies are appropriate. For example, if a learner is entering into a totally strange content area, he or she will be dependent on a teacher until enough content has been acquired to enable self-directed inquiry to begin.

From Knowles, Malcolm S. **The Modern Practice of Adult Education: Andragogy versus Pedagogy.** Associated Press, 1970

- **formal training**

  human resources development has gained important advances in the last decade, and now constitutes a source of education rivalling the post-secondary institutions in size and impact. Specialized trainers, full-time and part-time, number almost one million professionals in North America, providing in-house or consulting services to business, industry and government. These educators tend to be the most adult-learning oriented of all the sources noted here, practicing the andragogical approach, in most cases.

- **post-secondary institutions**

  most post-secondary institutions — universities, colleges, community colleges, polytechnics — now run some form of adult education program, through the "Faculty of Extension" or "Faculty of Continuing Education". Many of these programs espouse adult-learning principles and have adopted the use of formats like workshops, seminars and block courses.

3. THE SELF-DIRECTED LEARNER

The Life-Long Learner

Due to the extraordinary shifts in modern education and changes to social life, independent adult learning is becoming the wave of the future. Ronald Gross, in his book **The Life-Long Learner**, explores the resources available for adults who wish to pursue their growth and development throughout their adult years.[9]

He describes life-long learning as an investment in oneself, allowing almost anyone to become a sophisticated, self-directed and free learner. To him, there need not be a prescribed curriculum that everybody must or should learn, in order to be "well educated".

The process which Ronald Gross recommends the life-long learner adopt is a three-fold one: design your own education, i.e. determine the what, where, when, how and with whom of your learning. Keep a learning log to ensure that nothing valuable is wasted and utilize every kind of experience as a learning opportunity.

The life-long learner is encouraged to take full advantage of what Gross calls the "Invisible University", i.e. the resources of society at large. There is a wealth of learning resources available, many in more convenient and more economical settings than the universities or colleges. These resources include do-it-yourself colleges, libraries, networking, etc., Figure 3 is an

Figure 3

THE INVISIBLE UNIVERSITY

Inexpensive ways to learn in your community. You can comparison-shop for learning opportunities and find what you need cheaply and conveniently.

Libraries. There are new services most people don't know about, like learner's advisers.

Learning exchanges. Find or start this simple agency through which anyone can learn, teach, or both.

Networks. You can plug into one of these invisible networks of people learning from one another on a regular basis via the mails, phone, and inexpensive newsletter.

Learning Groups. Convening your own group of co-learners is easier than you think.

Television. Learn economics from John Kenneth Galbraith, art from Kenneth Clark, etc.

Churches. These are beehives of free or inexpensive learning options.

Growth centers. Virtually every community now has places where you can explore yourself, your emotions, and your relationships with other people.

Arts centers. The arts, an ideal way to learn and grow for adults, are burgeoning nationwide.

Do-it-yourself colleges. Free universities and other forms of do-it-yourself higher education are available widely.

The campus connection. A campus is good for much more than paying your money to take a course.

Correspondence study. More possibilities here than most people imagine. Would you believe Zen, women's lib, French cooking?

Tape cassettes. There's a whole "cassette curriculum" that covers the entire range of college subjects, and much more.

New "open" programs at colleges. You can create your own curriculum, study in your own way (instead of attending classes), and get credits and a degree.

Educational brokers. A whole new profession has emerged just to serve learners.

Games. Through simulation, learn to run a business — or a city.

Activist groups. Learn how society works by trying to change it.

Other resources. Each free learner eventually adds to the Invisible University discoveries of the best ways for him or her to learn from people, organizations, and media.

From Gross, Ronald **The Life Long Learner** New York: Simon and Schuster 1977 pg. 88-89

abstract from Gross's book giving a summary of learning resources in the "Invisible University".

Use of a Learning Contract

Another means or tool a planner can use to facilitate self-learning is by doing a learning contract. The learning contract is a tool used by a mentor and a learner or a supervisor and his employee, or by a learner alone to ensure the effective use of time through the development of goals, and the specifying of resources and so forth, involved in the learning process. According to Malcolm Knowles, a learning contract is an eight-step process:

1. diagnose your learning needs
2. specify your learning objectives
3. specify learning resources and strategies
4. specify evidence of accomplishment
5. specify how the evidence will be validated
6. review your contract, by yourself, or with your supervisor, mentor, etc.
7. carry out the contract
8. evaluate your learning

A learning contract provides a vehicle for making the planning of learning experiences a more rigorous process, and a tangible commitment that the learner makes to him or herself. It can also represent a mutual undertaking between the learner and his mentor or the learner and his supervisor. It is a deviation from the traditional education method in which learning activity is structured by the teacher and the institution, for it gives a sense of ownership and responsibility to the learner. An example of a learning contract is given in Figure 4. This approach is integral to the external degree and many non-traditional programs in education, as well as to in-career and staff development programs. The Personnel Administration Office of the Alberta Government recently adopted this approach in its staff development programs.

Further Education Councils

The Alberta Government, through the administration of the Department of Advanced Education, provides the opportunity for each Alberta resident to participate in further education decisions. Through the promotion of adult participation in a coordinated program of further education activities in this Province, the Government seeks to encourage public participation in educational decision-making on a local and regional basis. The Province is physically divided into eighty-three Further Education Councils. Each council

Figure 4

EXAMPLE OF A LEARNING CONTRACT

Learner: _____ Learning Experience: _____

What are you going to learn? (Objectives)	How are you going to learn it? (Resources and strategies)	Target date for completion	How are you going to know that you learned it? (Evidence)	How are you going to prove that you learned it? (Verification)

may decide on the specific programs it perceives as fulfilling the further education needs of the adults in its area. The program offerings are printed on tabloids and widely distributed to enable all Albertans to have access to life-long learning.

The course offerings range from the recreational type of course (i.e. gourmet cooking to badminton) to more career development types of offerings (i.e. interpersonal skills, stress management). Planners, paraprofessionals and others may wish to test whether the Council in their area has courses of interest to them, or whether the Council would sponsor courses for a specific clientele.

4. EXTERNAL DEGREES AND DISTANCE LEARNING

Distance learning and external degrees are innovative means of education through which an adult can obtain a university degree without physically attending the granting institution. Athabasca University, Alberta's fourth and newest university, offers undergraduate courses and programs to adults who are unable or unwilling to attend a conventional university.

Distance Learning

Athabasca University students do most of their learning at home, using packaged study materials produced especially for adults learning at a distance. Courses are backed up by experienced tutors who talk with each student at regular intervals, usually over the telephone, in order to discuss the student's progress through the course, and to provide assistance and resolve problems associated with the learning process.

There is another unique program in which some professionals may be interested. Arrangements have been made to link the Community and Regional Planning Program at Mount Royal Community College with a Bachelor of Arts program at Athabasca University. Mount Royal College courses completed in the planning program can be considered as meeting partial requirements of the Bachelor of Arts degree at Athabasca University.

The arrangement is to provide for an employment-oriented education in planning at Mount Royal College, coupled with the long-range objective of providing students with the opportunity to continue studying towards a degree from Athabasca University, while being employed.

External Degrees and Variants

At the undergraduate level, external degrees — in which one need not be present at the institution, and courses are generally structured around learning contracts — are virtually unknown in Canada and rare elsewhere. External degrees tend, therefore, to be largely available only at the post-baccalaureate level, and only outside Canada.

Those interested in this mode of planning education should be aware that there are several variations in formats available, permitting in some cases a good deal of tailoring to the individual circumstances. These range from the structured format common to most undergraduate programs, to research degrees requiring very little course work or supervision and relying on individual maturity. A quick review of the availability of institutions offering part-time graduate degrees in planning was conducted in North America and the United Kingdom. All CIP and APA accredited schools in Canada and the United States were contacted to determine if they offered part-time degrees through periods of intensive study. Only those listed in the RTPI booklet, General Information on Membership, indicating part-time studies were contacted in the United Kingdom.

All of the institutions were asked if it was possible to complete a post-graduate degree in planning through part-time study revolving around short-term (one or two month) periods of intensive course work offered on a yearly basis. In reality the options, in terms of timing, to attend an institution to obtain a Master's degree in planning are quite viable. They include:

- Residence Requirement
- Day Release
- Block Release
- Credit Requirement/Time Limit
- Research

Residency Requirement

This is the mode of Canadian universities and many of those in the U.S.A. and the U.K. This attendance mode basically requires the student to be in residence, or registered as a full-time student and taking courses, usually for a period of one academic year or in some cases a full calendar year. This mode is not amenable to the person who, because of job commitments, does not have the time available to devote 8 to 12 months or more in a single stretch to studies.

Day Release

This mode is available in several forms but is only useful for an individual living near the institution offering the course. Several formats are available, such as attending one day and/or evening a week for two or three years (common in the U.K.) or attending classes offered late in the afternoon or evening until the required number of credits is accumulated (more common in North America). A problem with the latter format is scheduling and course availability.

Block Release

This mode is most common in the U.K. The basic format for this mode of attendance is several weeks in two or three blocks a year, for two or three years. The major draw-back is the amount of time involved and the expense of the trips back and forth from home to the school. No planning institution seems to offer specifically designed blocks of courses offered once a year and grouped so that the required course work for a degree can be completed over several years.

Credit Requirement/Time Limit

Many of the universities in the U.S.A., which do not have a residency requirement, have their degree courses structured requiring a specific number of credits and a number of core courses which must be completed, along with a thesis or major project within a specified time limit. Depending on the availability of courses, scheduling, the acceptance of course work from other institutions and work experience for credit, it is possible to complete the required number of credits in one or two terms. Terms vary in length but are usually three to four months long. In some cases, the courses may be offered during more intensive spring or summer sessions which are one or two months in duration.

Research

In the U.K. it is possible to obtain a post-graduate degree by research. This mode basically requires the student to prove competency through the submission of an acceptable thesis and/or comprehensive exams. Contact between the students and faculty can be determined on an "as needed" basis but most institutions seem to prefer at least one month per year. This is an extremely flexible process but requires considerable commitment from the student.

A list of universities offering such programs is given in Figure 5.

Figure 5 UNIVERSITIES OFFERING GRADUATE DEGREES IN PLANNING

The following list should be used with caution and the relevant calendar consulted, since judgements were frequently called for in assigning institutions to a particular category. Where possible, the institution was assigned to the **most flexible** category, although it may also offer degrees through less flexible modes. While we have attempted to be comprehensive, institutions may have been omitted or may not have replied to our survey.

RESIDENCY REQUIREMENT

UNIVERSITY OF BRITISH COLUMBIA
School of Community & Regional Planning
6333 Memorial Road
Vancouver, British Columbia
Canada V6T 1W5

UNIVERSITY OF CALGARY
2500 University Drive N.W.
Calgary, Alberta
Canada T2N 1N4

UNIVERSITY OF MANITOBA
Winnipeg, Manitoba
Canada R3T 2N2

McGILL UNIVERSITY
School of Urban Planning
3480 University Street
Montreal, Quebec
Canada H3A 2A7

QUEEN'S UNIVERSITY
School of Urban & Regional Planning
Mackintosh-Corry Hall
Kingston, Ontario
Canada K7L 3N6

UNIVERSITY OF OTTAWA
110 Wilbrod Street
Ottawa, Ontario
Canada K1N 6N5

UNIVERSITY OF TORONTO
100 George Street
Toronto, Ontario
Canada M5S 1A1

UNIVERSITY OF WATERLOO
Waterloo, Ontario
Canada N2L 3G1

YORK UNIVERSITY
4700 Keele Avenue
Downsview, Ontario
Canada M3J 1P3

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Urban Planning Program
School of Architecture & Urban Planning
Los Angeles, CA 90024

UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN
Dept. of Urban & Regional Planning
1003 West Nevada Street
Urbana, IL 61801

UNIVERSITY OF NEBRASKA
Dept. of Community & Regional Planning
208 Former Law Building
Lincoln, NB 68588

NORTH DAKOTA STATE UNIVERSITY
Graduate Program in Community & Regional Planning
Ceres Hall
Fargo, ND 58105

UNIVERSITY OF ARIZONA
Urban Planning Program
College of Business & Public Administration
Tuscon, AZ 85721

UNIVERSITY OF SOUTHERN CALIFORNIA
School of Urban & Regional Planning
University Park
Los Angeles, CA 90007

CLEMSON UNIVERSITY
Dept. of Planning Studies
Clemson, SC 29361

CORNELL UNIVERSITY
Dept. of City & Regional Planning
106 West Sibley Hall
Ithaca, NY 14853

HARVARD UNIVERSITY
Dept. of City & Regional Planning
Gund Hall, Room 311
Cambridge, MASS 02138

MICHIGAN STATE UNIVERSITY
School of Urban Planning & Landscape Architecture
East Lansing, MI 48824

UNIVERSITY OF MANCHESTER
Department of Town and Country Planning
Manchester. M13 9PL

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Dept. of Urban Studies & Planning
Cambridge, MASS 02139

UNIVERSITY OF OREGON
Dept. of Urban & Regional Planning
Eugene, OR 97403

UNIVERSITY OF PENNSYLVANIA
Dept. of City & Regional Planning
34th & Walnut Streets
Philadelphia, PA 19104

UNIVERSITY OF TEXAS, AUSTIN
Dept. of Community & Regional Planning
Austin, TX 78712

TEXAS A & M UNIVERSITY
Dept. of Urban & Regional Planning
College Station, TX 77843

DAY RELEASE

UNIVERSITY OF CALIFORNIA, BERKELEY
Dept. of City & Regional Planning
Berkeley, CA 94720

CHELMER INSTITUTE OF HIGHER EDUCATION
Dept. of Planning
Victoria Road South
Chelmsford, Essex. CM1 1LL

UNIVERSITY OF EDINBURGH
Department of Urban Design and Regional Planning
Minto House, 20 Chambers Street
Edinburgh. EH1 1JZ

UNIVERSITY OF ASTON IN BIRMINGHAM
Department of Environmental Planning and Policy Studies
Holte Building, Gosta Green
Birmingham. B4 7ET

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London. W1P 1PA

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Department of Town and
Country Planning
St. Matthias Site
Oldbury Court Road
Fishponds
Bristol. BS16 2JJ

COVENTRY (LANCHESTER)
POLYTECHNIC
Department of Urban and
Regional Planning
Priory Street
Coventry. CV1 5FB

LEEDS POLYTECHNIC
School of Planning and
Environmental Studies
Brunswick Terrace
Leeds. LS2 8BU

POLYTECHNIC OF NORTH LONDON
School of Town Planning
and Landscape
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Holloway Road
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Birmingham. B42 2SU

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The Planning Unit
School of the Environment
35 Marylebone Road
London. NW1 5LS

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Oxford. OX3 0BP

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Pomona, CA 91768

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Room 1BT 258
San Jose, CA 95192

UNIVERSITY OF RHODE ISLAND
Graduate Curriculum in Community Planning & Area Development
Kingston, RI 02881

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Urban & Regional Planning Program
Forbes Quadrangle
Pittsburgh, PA 15213

PRATT INSTITUTE OF TECHNOLOGY
Graduate Dept. of City & Regional Planning
School of Architecture
Higgins Hall
Brooklyn, NY 11205

GEORGIA INSTITUTE OF TECHNOLOGY
Graduate City Planning Program
Old C.E. Building, Room 108
Atlanta, GA 30332

GEORGE WASHINGTON UNIVERSITY
Dept. of Urban & Regional Planning
2023 G Street, N.W.
Washington, D.C. 20052

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Fresno, CA 93740

UNIVERSITY OF COLORADO, DENVER
Graduate Program in Urban & Regional Planning
College of Environmental Design
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Denver, CO 80202

UNIVERSITY OF FLORIDA
Dept. of Urban & Regional Planning
431 GPB
Gainesville, FL 32611

HOWARD UNIVERSITY
Dept. of City & Regional Planning
School of Architecture and Planning
23455 Sherman Avenue, N.W.
Washington, D.C. 20059

SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE
Dept. of Earth Science, Geography & Planning
Edwardsville, IL 62025

UNIVERSITY OF ILLINOIS, CHICAGO CIRCLE
School of Urban Sciences
303 Jefferson Hall
Box 4348
Chicago, IL 60680

UNIVERSITY OF IOWA
Graduate Program in Urban & Regional Planning
Iowa City, IA 52242

KANSAS STATE UNIVERSITY
Regional and Community Planning Dept.
Seaton Hall
Manhattan, KS 66502

MEMPHIS STATE UNIVERSITY
Graduate Department of Planning
226 Johnson Hall
Memphis, TN 38152

UNIVERSITY OF MARYLAND, BALTIMORE
School of Social Work & Community Planning
525 West Redwood Street
Baltimore, MD 21201

UNIVERSITY OF MISSISSIPPI
Dept. of Urban & Regional Planning
231 Hume Hall
University, MISS 38677

UNIVERSITY OF MICHIGAN
Urban Planning Program
College of Architecture &
Urban Planning
Ann Arbor, MI 48109

UNIVERSITY OF MIAMI
Urban & Regional Planning Program
Department of Architecture
and Planning
P.O. Box 248294
Coral Gables, FL 33124

UNIVERSITY OF OKLAHOMA
Dept. of City & Regional Planning
650 Parrington Oval, Room 205
Norman, OK 73019

PORTLAND STATE UNIVERSITY
Graduate Program in Urban Studies
& Planning
School of Urban Affairs
P.O. Box 751
Portland, OR 97207

RUTGERS UNIVERSITY
Livingston College
Dept. of Urban Planning &
Policy Development
New Brunswick, NJ 08903

UNIVERSITY OF TEXAS,
ARLINGTON
Dept. of City & Regional Planning
Arlington, TX 76019

UNIVERSITY OF TENNESSEE
Graduate School of Planning
1515 Cumberland Avenue
Knoxville, TN 37916

VIRGINIA COMMONWEALTH
UNIVERSITY
Dept. of Urban Studies & Planning
812 West Franklin Street
Richmond, VA 23284

VIRGINIA POLYTECHNIC INSTITUTE
& STATE UNIVERSITY
Urban & Regional Planning Program
Blacksburg, VA 24061

UNIVERSITY OF WASHINGTON
Dept. of Urban Planning
410 Gould Hall, JO-40
Seattle, WA 98195

UNIVERSITY OF WISCONSIN-
MADISON
Dept. of Urban & Regional Planning
12A Music Hall
925 Lothrop Drive
Madison, WI 53706

UNIVERSITY OF WISCONSIN-
MILWAUKEE
Dept. of Urban Planning
P.O. Box 413
Milwaukee, WI 53201

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Cincinnati, OH 45201

GLASGOW SCHOOL OF ART
Department of Planning
Bourdon Building
177 Renfrew Street
Glasgow. G3 6RQ

UNIVERSITY OF STRATHCLYDE
Department of Urban and
Regional Planning
Livingstone Tower
26 Richmond Street
Glasgow. G1 1XH

TRENT POLYTECHNIC
Department of Town and
Country Planning
Chaucer Building
Chaucer Street
Nottingham

UNIVERSITY OF SHEFFIELD
Department of Town and
Regional Planning
8 Claremont Place
Sheffield. S10 2TB

UNIVERSITY OF GLASGOW
Department of Town and
Regional Planning
Adam Smith Building
Bute Gardens
Glasgow. G12 8RT

POLYTECHNIC OF THE SOUTH BANK
Department of Town Planning
Wandsworth Road
London. SW8 2JZ

5. TRAINING THROUGH USE OF PRIVATE CONSULTANTS

A large proportion of the courses offered by government agencies are staffed by private consultants as resource persons. Consulting firms can frequently offer courses covering many of the managerial or behavioural areas, and some technical areas, that planners indicate they require to do their jobs. Inter-Agency Planning Branch has used private consultants successfully in its sponsorship of courses and workshops in Creative Thinking and Problem Solving, Decision Making in Uncertainty, Team Building, and Training Trainers.

A large community of human resource development and managerial skills consultants exist in Alberta, and many are familiar with the particular needs of government and planning organizations.

A major drawback of using consultants may be one of cost, although an organization can frequently have enough staff participate to make the per student cost quite small.

6. COLLEGES, POLYTECHNICS AND UNIVERSITIES IN ALBERTA

Universities have the traditional role as the pinnacle of our formalized education system, providing facilities for study and research, and oriented to the granting of academic degrees.

Community colleges and polytechnics, on the other hand, are in the business of teaching technical skills oriented to particular job situations. Some have become involved in the training of paraprofessionals and people in associated fields, but their role has been a relatively small one as far as the planning field is concerned (with one or two notable exceptions).

Based on this difference in orientation, the planning programs offered by various institutions tend to differ in philosophy and perhaps end product. In Alberta, several planning-oriented curricula are available:

- a Master's of Environmental Design degree (Urban and Regional Planning) offered by the University of Calgary
- a certificate program in Applied Land Use Planning offered by the University of Alberta
- a two-year diploma program offered by both NAIT and Mount Royal College
- a one-year certificate program in Community and Regional Planning offered by Mount Royal College
- non-credit courses in technical planning and human behavioural sciences are available in the universities and community colleges.

7. EXISTING INSTITUTIONAL PROGRAMS IN ALBERTA

Methodology of Survey

Our investigation encompassed all post-secondary educational institutions which offer adult education programs, as well as other sources which the adult learner may find helpful, within the Province of Alberta.

Letters were sent to eighteen different post-secondary institutions in June 1982 informing them of the training program, asking their cooperation in the second phase of program development, and indicating the general nature of our enquiries. The letters were followed by telephone contacts arranging times for personal interviews. Resource materials such as calendars, continuing education tabloids, and so forth were utilized where appropriate.

The interviews were conducted with the following objectives in mind:

1. to obtain some feedback on the findings of the survey of planners and paraprofessionals (each interviewee was sent a copy of **Training Needs of Planners**); and
2. to identify the course offerings of the institutions which appear to match the needs depicted in the survey.

Training in Technical Skills

In order to fulfill many of the complex and technical job requirements in a planning office, a number of planners will be seeking courses to upgrade their technical planning abilities. Among the top eighteen need areas, three areas involve technical planning skills: namely, "making presentations", "preparing statutory plans" and "public participation in planning". Out of the larger list of areas for training, there are an additional number which are particularly suited to professionals doing specialized tasks (Figure 6).

There are four institutions which offer technical planning courses in the Province, i.e. the University of Calgary, University of Alberta, NAIT and Mount Royal College.

The following brief descriptions are largely taken from the catalogues of the institutions concerned, and do not represent judgements by the authors as to program suitability, viability, or comparability.

University of Calgary, Faculty of Environmental Design — Master of Environmental Design (Urban and Regional Planning) degree

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The degree Master of Environmental Design (Urban and Regional Planning) qualifies students for a variety of roles in private practice and public institutions. To complete the degree normally should require two and one-half years of graduate study, but it is possible to obtain the degree in a shorter period of time if the student elects to follow a highly structured curriculum.

To meet the needs of the profession of urban and regional planning, the educational program emphasizes an understanding of the complex phenomenon of the city and the region, and the development of skills in urban and/or regional planning. It embraces studies and research in the social, economic, political and environmental dimensions of the city, including scale and structural relationships in urbanization at national, provincial and regional levels. Ideological foundations, together with historical and utopian conceptions of the city and region are investigated.

In addition to demonstrating proficiency in the general field of urban and regional planning, students in the program are expected to develop specific knowledge, and skills through work in one or a combinations of the following areas: urban and regional policy analysis, urban organization and management, urban design, and regional planning.

Figure 6

TRAINING NEEDS OF PLANNERS

Areas of Need	Respondents Number	Percent Total
1. COMPREHENSIVE PLANNING PROCESS		
Planning Theory	167	47 1
Preparing Statutory Plans	240	67 6
Policy Development	239	67 4
Policy Formulation (to meet Planning Act requirements)	187	52 7
Policy Implementation	252	71 0
2. SPECIALIZED AND TECHNICAL PLANNING		
Computer Research	140	39 4
Municipal Administration	158	44 5
Transportation Planning	165	46 5
Natural Resources Management	177	44 2
Recreation Planning	185	52 1
Architecture	104	29 2
Engineering	167	47 0
Geography	125	35 2
Cartography	92	25 9
Special Planning	170	47 8
Economics	214	60 3
Drafting	155	43 6
Graphics	110	30 9
Planning Law	217	61 0
Agricultural Land Use Management	127	35 8
Energy Conservation	165	46 4
Geology	74	20 9
3. PROBLEM SOLVING AND DECISION-MAKING		
Organizational Analysis	189	53 3
Decision-Making in Uncertainty	236	66 5
Facilitating Organizational Change	168	47 3
Public Participation in Planning	237	66 8
System Design & Operation	129	39 2
5 WRITTEN COMMUNICATION		
Preparing Reports & Briefs	254	71 6
Press Releases & Other Media Material	216	60 8
Special Information Packages	211	59 4
Correspondence	175	49 3
6 PRESENTATION & PUBLIC SPEAKING		
Organizing and Conducting Meetings	259	72 9
Public Speaking	276	77 8
Making Presentations	278	78 3
Use of Audio-Visual Aids	222	62 6
7 INTERPERSONAL RELATIONS COMMUNICATIONS		
Assertiveness	234	66 0
Organization Development	231	65 0
Team Building	263	74 1
Non-verbal Communications	196	55 3
8 MANAGEMENT AND SUPERVISION		
Project Management	236	66 5
Staff Supervision	206	58 0
Organizing Time	262	73 8
Participatory Management	230	64 9
Fiscal Management	230	64 8
9 PERSONAL GROWTH		
Career Development	226	63 9
Evaluating Personal Performance	248	69 9
Creative Thinking and Problem Solving	285	80 3
Financial Planning	179	50 4
Family Life Planning	103	29 0
Leisure Time Management	114	32 1
Stress Management	205	57 8
Planning for Retirement	85	23 9

From **Training Needs of Planners: A Survey of Skills for More Effective Planning**

University of Calgary, Faculty of Continuing Education — Studies in Urban and Regional Planning

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The Faculties of Continuing Education and Environmental Design have developed, in response to requests from practicing planners and planning commissions, a part-time studies program in urban and regional planning. Initially, the program will lead to a certificate. There are ongoing investigations to determine the feasibility of a part-time master's degree in planning.

The program of courses has been designed to enable planners who have a bachelor's degree and are working in a planning environment to upgrade their skills and knowledge of cities and regions in planning theory and practice. All courses will be offered at a graduate level.

The part-time studies program is also designed to allow planners and others to take individual courses. Most of the courses in this program will be offered on a rotational basis in late afternoons, to enable participants to attend lectures without disrupting their work or meeting schedules.

Students who have successfully completed the part-time curriculum may wish to proceed toward the Master of Environmental Design degree. Would-be students apply to the Faculty of Environmental Design and are considered by the Faculty's Admissions Committee. Participants have to complete three terms of residence at the University. This residence would, in large part, be necessary to complete the Faculty's core courses. Depending on the participant's career objectives, and number of previous courses, he or she may still be able to work part-time.

A Master's Degree Project also has to be completed as part of the degree requirements. It could be started during the residency and terminated shortly afterwards. The M.E. Design Degree is recognized by the Canadian Institute of Planners. Due to the large number of possible options in this area, anyone interested is urged to contact the part-time studies coordinator.

University of Alberta — a Certificate Program in Applied Land Use Planning

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The land use planning process involves far more people than have been specifically trained to practice its precepts, and there is need to familiarize others with the techniques and principles of land use determination. The University of Alberta, Faculty of Extension, through its Urban and Rural Planning Studies section, offers an overview of the field and a chance to come to grips with the whole process.

Through a structured but elastic approach, such people as engineers, architects, land surveyors, economists, geographers, and other planners will have an opportunity to study and gain a deeper appreciation for how land use planning is done. Successful completion of the program will result in the awarding of a Certificate in Applied Land Use Planning.

The program provides basic introductory explanations of land use practices from a number of different perspectives. In the core courses, students are exposed to the principles of subdivision design, land economics, large-scale long-range analysis, and planning law. Other courses give an opportunity to study subjects such as transportation planning, basic engineering concepts, graphics and effective presentation, land development, land use control, regional development, the urban-scape, public participation, and open space planning.

The Applied Land Use Planning Program has been designed in such a way as to allow individual students great freedom to put together their own "customized" sequence. Four core courses are mandatory, and at least four other option courses must be taken. The sequence is left completely up to the student, except that at least one core course must be taken during each of the first two years. Students will find that the minimum requirement will leave them short of the required total hours for the certificate, and further option courses or other extension courses (approved beforehand) will be necessary to make up the full total.

Normally, the program will be on a two-year cycle. That is, all courses forming part of the program will be offered at least every second year. Core courses will usually be offered every year.

Instruction will be offered primarily through short, intensive two-or-three-day seminars, or workshops, although one-day symposia and night school classes are also held where and when appropriate. Take-home, open-book examinations or projects are typical, and a period of three weeks from the end of the course is given for completion of projects. The idea is to give students a carefully designed introduction and overview to a particular subject and then ask them to do further work on their own to help secure the taught procedures and concepts.

The program can be entered at any time, with any of the designated courses, and can take up to five years to be completed. After that time, early courses may be discounted.

Northern Alberta Institute of Technology (NAIT) — Urban and Regional Planning Technology Program

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The NAIT Urban and Regional Planning Technology Program was initiated in 1978 to train students for planning assistant and planning technician positions. Few Canadian schools offer training in this area, so the NAIT program was set up to fill the gap in Western Canada. Students graduating from the two-year program are proficient in research, writing and graphic skills. The principles of urban design, planning legislation and comprehensive planning are also studied.

Students who graduate are employed in a variety of situations. Some work in large public and private planning offices, assisting planners by supplying them with research, analysis, preliminary designs and graphics. The more mature and advanced graduates who usually have university degrees, often work in smaller consulting offices and undertake planning work on a more independent basis. The program attempts to provide for the different types and needs of its students.

NAIT, through its Continuing Education Department, offers two evening courses per year. During the Fall term an introduction to Urban and Rural Land Use Planning course deals with components of planning and issues and problems of the planning process. The second-term course covers planning and plans in Alberta, and consists of a practical design lab involving area structure plans and subdivision design.

Mount Royal College — Program on Community and Regional Planning

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Community and Regional Planning involves the study of the relationship between people in the community and their physical and social needs. The program of community planning at Mount Royal College involves such diverse topics as transportation networks, economic patterns, landscaping, health and recreation.

Mount Royal College offers a program to train urban and regional planning assistants. The planning assistant is involved in the research, preparation and presentation of data and the development of plans, as part of a team with the planner. Graduates of the program will be skilled in the collection and preparation of field data; they will have a basic understanding of planning concepts, municipal administration and land development; and will be familiar with various analytical techniques employed in planning.

There are two programs for the student to choose from: a one-year certificate program and a two-year diploma program.

Training in Managerial and Behavioural Skills

As Figures 1 and 6 illustrate, those planners who were questioned on their perception of what training they required to do their jobs better, answered in the majority for training related to the development of managerial, behavioural and process skills. This should not be surprising, since as a professional advances up the career ladder the technical and specialist skills are usually called upon less, and are replaced with the need to deal with people and organizations in creative ways. Technical skills give way to people skills.

There is no program as yet in Alberta offering a comprehensive solution to the need for in-career professionals to develop the managerial and behavioural aspects of their practice. Those interested in building their skills in these areas, other than through the "school of hard knocks", are required to turn to a number of sources for the appropriate training experiences.

Perhaps the most useful learning resources are located in the private consulting sector, among organizational development, staff training and other human resource development specialists. Virtually no business management, business administration or public administration program at the universities or colleges deals with this area, although one or two courses may be found useful if the learner is interested in the conceptual rather than experiential aspects of management or behaviour. Psychology departments also do not generally concern themselves with developing skills through experiential learning but rather tend to confine themselves to the conceptual, pedagogical approach. Other departments (i.e. applied behavioural science) may offer courses in these areas, however, and are often able to tailor-make them to a particular client's needs.

Determining which of the catalogue listings of the universities and colleges represent an adult-based, experiential approach to management and behaviour proved an impossible task, which could only be overcome by an additional round of interviews at the various institutions or by attendance at the courses themselves. The data displayed in Figure 7 is, therefore, suggestive rather than authoritative, and no conclusions should be drawn about level, comparability from institution to institution, or relevance to a particular planning need.

These courses are not tailor-made for planners, or indeed for professionals. Many are directed to first-line supervisors or support staff.

A few community colleges offer sophisticated management programs on an evening or part-time basis, e.g. Grant MacEwan Community College.

Red Deer College and Lethbridge Community College. These programs are delivered in various formats — 2 to 3 day workshops and seminars, and regular evening classes — catering to the needs of working adults.

A brief description of the content of those major areas of need of a behavioural nature may be of assistance to those wondering about the relevance to planning of a particular process, behavioural or management skill cited in Figure 7. In many cases, these skill areas can be thought of as universal skills which can be used by all professionals without necessarily much in the way of tailor-making for the policy development and planning community.

1. *Public Speaking*
   Planners are often called upon to speak to a group whether they are a municipal council, the general public or fellow planners. Seven institutions offer courses in public speaking.
2. *Team Building*
   Planning is an interdisciplinary function which involves the cooperation of different individuals with expertise from different fields. Team building can therefore be an important element in developing an organization able to effectively solve planning problems. Three different community colleges — Lethbridge, Medicine Hat and Red Deer — offer courses in team building. But since Team Building depends a great deal on group dynamics, it is particularly suited to a particular agency to hiring its own consultant to help build a team within the organization.
3. *Organizing Time*
   "Time" is probably the most essential element in present-day management. Not surprisingly, courses in this area are found in almost every community college.
4. *Organizing Meetings*
   Most planners or policy development people perform some form of inter-agency coordinating function, generally through the use of the ubiquitous committee. Chairing or organizing meetings therefore becomes one of the important functions of a planner. Only University of Alberta and Lethbridge Community College offer such a course at the moment.
5. *Preparing Reports and Briefs*
   Planners and other professionals are notorious for their use of jargon in report writing. In order to become more understandable to the general public, planners may wish to enroll in writing courses, widely available in community colleges across Alberta. These courses

are designed for the general population and aim at developing broad communication skills.

6. *Evaluating Personal Performance*
   This need area is perhaps more related to personal career development than the job itself. Yet it is important because evaluating personal performance gives feedback to an individual, eventually leading to improvement in the job performance. At the moment, NAIT and Lethbridge Community College offer courses in this area.
7. *Project Management*
   Planners may acquire management techniques through the use of Performance Evaluation and Review Technique (PERT) or the Critical Path Method (CPM). Project Management is offered at both Banff School of Management and Mount Royal College.
8. *Assertiveness*
   There is a thin line between being dominating or aggressive and being assertive. One of the difficulties of being a professional whose job brings the person into contact with citizens, elected officials and specialists is knowing when to be an "expert" consultant and when to be a "process" or facilitating consultant. The development of assertive skills — as opposed to aggressive — is vital if the planner's style is to be acceptable to the client. Courses in this area are offered across the Province.
9. *Organization Development*
   This needs area encompasses a wide range of courses which are offered in different eductional institutions across the Province. Since this is a somewhat broad and ill-defined area, those interested should be clear about the organizational issue or problem they wish to deal with, then consult staff at the appropriate institution.

Availability Outside Major Centres

Some of the community colleges deliver courses to small centres in other parts of the Province through teleconferencing. For example, SAIT's teleconferencing reaches nineteen urban municipalities in southern Alberta. Lakeland College has regional campuses in eight municipalities in central-east Alberta; and the North Peace Adult Education Consortium sponsor courses in different centres in that region.

The University of Calgary and Athabasca University both have extensive teleconferencing facilities, and the University of Alberta has a network of institutions where courses in the Local Government Studies program are available.

So, it is at least technically possible for planners and paraprofessionals, who are not residing in Edmonton and Calgary, to still benefit from training through these innovative educational delivery mechanisms.

Existing Programs of Other Agencies

Major governmental organizations — the City of Calgary, City of Edmonton and the Province of Alberta — have their own training programs, established to assist in the career development of employees and to overcome staff development problems. While these may not cater to the particular needs of the professional planner, they do offer a limited range of managerial and behavioural courses with some applicability to planning situations.

Since these agency-sponsored courses can be important learning resources for planners who can obtain access to them, key personnel were contacted and a cursory review of their training programs made.

The Personnel Administrative Office — Alberta Government

Over 30 percent of the surveyed planners work for the Provincial government. These planners can benefit from the Human Resource Development and Training Programs set up by the Personnel Administrative Office. The program consists of over forty courses covering areas such as management and supervisory development, communication and interpersonal skills, personnel planning and career development, health and safety and special programs. Figure 7 shows courses which are available from PAO which meet the training needs of planners. Courses like Management Development, Management Leadership and Motivation and Consulting Skills I and II seem to be particularly useful to planners and those engaged in policy development or consulting-type activities.

Municipal Government

The City of Edmonton and the City of Calgary Personnel Departments offer courses for career development of civic employees. Due to the relatively small number of municipal employees, their training programs are not as extensive as that of the Alberta Government. The City of Edmonton program covers six of the top eighteen identified need areas while that of the City of Calgary covers three areas. About 28.5 percent of the surveyed planners were employed by municipal governments. Of these, it is estimated that about 85 percent work for either the City of Edmonton or Calgary. So roughly 25 percent of Alberta planners can benefit from the training programs offered by these two municipal governments.

Figure 7 SELECTED COURSES OFFERED BY EDUCATIONAL INSTITUTIONS AND OTHER AGENCIES

MAJOR NEED AREAS	EDUCATIONAL INSTITUTIONS																		OTHER AGENCIES			
	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	S.A.I.T.	N.A.I.T.	Banff School of Management	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Alberta Govt. (PAO)	City of Edmonton	City of Calgary	Private Consultants
Creative Thinking & Problem Solving	•	•		•				•					•	•	•						•	•
Making Presentations						•	•															•
Public Speaking	•	•								•			•	•		•			•	•		•
Team Building		•											•	•			•					•
Organizing Time	•	•	•			•			•	•	•		•		•		•		•	•		•
Organizing Meetings	•												•						•	•	•	•
Preparing Reports & Briefs	•	•	•		•	•			•	•	•	•	•	•					•	•		•
Policy Implementation		•																				
Evaluating Personal Performance						•							•								•	•
Consulting & Negotiation	•					•									•				•			•
Multi-Organizational Co-operation																						
Preparing Statutory Plans	•	•																				
Policy Development															•							
Public Participation in Planning	•						•															
Project Management		•					•								•					•		•
Decision-Making in Uncertainty		•											•									•
Assertiveness	•	•			•					•			•	•			•			•		•
Organization Development	•	•			•		•					•	•	•								•

8. THE GAP BETWEEN SUPPLY AND DEMAND

Differential Availability

The findings of the second phase of research, documenting the supply of courses, indicate that Alberta is reasonably well endowed with professional planning opportunities, in what can best be called the "core areas" of professional education, with four institutions offering full- and part-time programs.

The metropolitan areas offer courses in the core areas, and in the managerial and behavioural areas as well, but outside Edmonton and Calgary the offerings become scarcer.

No university or college offers a comprehensive program for the planner in professional upgrading, or in career skill-building in management or human behaviour. Given the lack of action within the profession, however, in encouraging these sorts of professional development, the educational institutions should receive little blame for this condition.

Not only are the non-metropolitan areas poorly served with opportunities, but there has been very little concerted effort by the institutions with appropriate offerings to make these available outside their immediate area. True, the occasional academician has ventured out to put on a favourite course, but this has been infrequent and seldom financially viable.

The limited introduction of distance learning and teleconferencing has recently opened up new possibilities, as has the "franchising" of local government programs by the University of Alberta.

Traditional Resource Problems

Notwithstanding a relatively high level of interest in continuing education and training, the traditional delivery agents have not been able to respond quickly, over the short run, to the new opportunities and needs due to a number of factors. While Alberta's traditional system of education is of high quality, that serving the adult learner is in a relatively primitive state of development, suffering from low levels of funding and a general lack of governmental and institutional support. The resources to develop new curricula are limited, and what do exist tend to be directed toward the easiest and largest markets. The ability to have courses in non-metropolitan centres pay for themselves, when enrolments are small and the costs of mounting a course generally high, is almost nonexistent.

This suggested to us that if courses for planners and policy-makers were to be developed and mounted, in peripheral areas, the initial costs for research,

design and testing will have to be subsidized, and a market opened up before the post-secondary institutions would feel free to take over the program and mount it themselves.

A Pilot Project Approach

The obvious answer appeared to be a demonstration or pilot project, which would mount a series of courses to test the market and demonstrate the feasibility in terms the various parties could evaluate.

A proposal was made to the four educational institutions and agreement was reached on the basic idea, and on the need to establish an organizational focus. As a result, the Planning Training Consortium came into being, with its members the University of Alberta, the University of Calgary, Mount Royal College, and the Northern Alberta Institute of Technology.

9. ESTABLISHMENT OF THE PLANNING TRAINING CONSORTIUM

Nature of the Pilot Approach

Initial identification of client needs suggested that a pilot program of training in the field of planning should address a broad range of interests of both the individual and the organization: technical planning, decision-making, problem-solving, managerial and behavioural subject areas, focussing on the particular demands of the planning field.

It was proposed to mount a pilot series of courses as an initial test of the concept, offering these in two or three non-metropolitan locations. The pilot series would use courses readily available: proven courses offered by consultants and the universities, with modest changes made for the particular client groups; and courses designed especially for the occasion.

If subsequent client and staff evaluation proved the concept a success, necessary modifications and additions and deletions could be made, and a revised set of courses offered at a later date. The initial target was to mount a limited number of courses during the Winter 1983/84 academic term.

The pilot series would be subsidized by Alberta Municipal Affairs with the institutions providing staff and other costs, and would be mounted in different locations in the Province. It would be used as a demonstration for a comprehensive program to be mounted at a later date, using the existing institutions as the major delivery agents.

Initial Success: Training for Municipal Development Officers

As part of the initial proposal to the educational institutions to create a pilot series, the idea of a training workshop for municipal development officers was put forward, and enthusiastically accepted by the University of Alberta. Subsequently, a three-day workshop was jointly designed by staff of the Applied Land Use Planning Program, the Local Government Studies Program (both of the Faculty of Extension, University of Alberta), and the Inter-Agency Planning Branch, Alberta Municipal Affairs.

A brochure describing the workshop — "Introduction to Municipal Development" — was distributed to municipalities, and within a week of the mail-out, the available thirty-four seats had been allocated, and twelve people turned away!

Work is now proceeding within the Faculty of Extension to fine-tune the course and prepare a citation program for MDO's.

On the broader scene, interest has been expressed within the Consortium to modify an existing certificate program in management for planners, and to develop a number of relevant technical and process-oriented courses.

10. THE ROLE OF LAND USE PLANNING AGENCIES

Training in Difficult Times

The planners responding to the questionnaire in phase one were virtually all employees of planning agencies, making judgements about their competency vis-à-vis the job itself. These judgements support the view that the employer — the land use planning agency — has a responsibility to assist staff in upgrading and honing professional skills.

However, the ability of planning agencies to commit staff and financial resources to training activities during a period of recession has yet to be tested, although there is little evidence from the boom-times that most consider this responsibility in the same light as business or industry — a vital way of assuring competency and efficiency.

The economic factor will be a vital concern in the development of the pilot series. The impact of the current recession on building and development activities is well known: subdivision activity, building permits and major industrial and commercial activities are all down, a fraction of the volume of several years ago.

Undoubtedly, this has resulted in reduced revenues and budgets, and the cutting of so-called frills. However, it has also freed staff who would other-

wise be kept frantically busy during a boom period, allowing them to pursue previously neglected, but nonetheless important, activities such as organizational goal-setting, staff development, skill building and retraining. The "breather" offers an opportunity to develop a leaner and more responsive organization.

More will be expected of fewer people. As staff size is reduced through attrition, natural or otherwise, the necessity to more effectively utilize the human resource will become apparent. Without the means to assist staff to develop new skills, organizations can expect morale to become worse. As a number of giant multi-nationals have learned, staff development and training is an important means of maintaining morale and productivity with a reduced number of employees, while simultaneously preparing the whole organization to respond innovatively and effectively to increased opportunities when the good times return.

The relatively slow response of governments to cut budgets or reduce staff, despite often reduced work loads, suggests that there are now potential resources which could be made available to undertake organizational revitalization through training and continuing education.

Governmental Commitment to Training

Unlike the situation of say ten years ago, there is now a more general recognition of the need for organizations to become involved in training and staff development, not only because it is good business, contributing to innovation and efficiency, but also because people are demanding more from the places where they work. While the current recession may inhibit this trend momentarily, the long-term shift to a more humanistic and participative workplace seems assured.

Business and industry have long paid at least lip-service to the necessity for training and career development for their employees. Many of the most successful firms have substantial in-house training capabilities, as the figures below indicate.

The involvement of government has been more ambiguous. The Alberta Government makes large contributions to the traditional educational institutions and has its own in-house training programs of a high quality. In comparison, municipalities and smaller public organizations have either been unable to or have made little effort to develop a capability.

If one were to develop such a capability for the long term, what might it look like? Assuming for the moment that continuing education on the part of the employee and training provided by the employer achieved the

same thing, and are interchangeable, what would a commitment by the planning agencies to a system of in-house trainers require in terms of resources and so forth?

Comparable Resources for Training

If the land use planning agencies (and municipalities employing planners) were to staff up to a level comparable to that accepted in government elsewhere or industry, what staffing resources might they expect to be required to put in place?

Some comparative figures — unfortunately only United States ones were available — prove illuminating.

The following figures are for in-house training personnel, and do not include outside university personnel. Both governmental and industrial organizations are included to show the range between the technologically oriented and the labour-intensive organizations and the numbers of trainers required.

The following are from **U.S. Training Census and Trends Report**, 1982, showing selected employee-to-trainer ratios for the last fiscal year.

U.S. Navy	21:1	employee-to-trainer ratio
American Telephone and Telegraph	104:1	" " " "
American Express	123:1	" " " "
Honeywell	192:1	" " " "
U.S. Govt. (civilian)	342:1	" " " "
U.S. Postal Service	1,015:1	" " " "

Elsewhere, a generous assessment of the number of people involved in all aspects of planning across the Province was placed at around 3,500 people.[10] Whatever the merits of that figure, it does provide a comparative basis to assess the sorts of staffing levels that would be required were land use planning agencies to develop in-house training capabilities to assist their staff in continuing education and training.

If one were to take the range represented by the U.S. governmental sector and apply it to the estimated size of the planning group, one might expect a training complement of from three to ten trainers, to just serve the estimated program clientele of 3,500 people. Most of this group is not currently being served by established in-house or outside trainers and many do not have easy access to the major colleges or universities offering relevant courses.

Opportunities for Action

It is not, of course, suggested here that planning agencies should necessarily staff up with trainers to provide this function. Except for the very largest agencies, this would not be economically feasible. What is suggested by these figures is that planning organizations — as a whole — have not committed themselves to an appropriate level of staff training or development, commensurate with the identified needs.

The need for training can be met through a number of approaches. This report offers a number of opportunities available to the individual planner concerned with his or her currency and relevancy.

Planning organizations can help or hinder the individual by the way in which they structure work hours, salaries, reward performance, describe positions, and manage their employees. Specific commitments to this area can be realized through the creation of a staff development plan, and a program for supporting and rewarding relevant outside training or continuing education experiences.

Designation of a staff person to be responsible for this function, either to assist other staff in preparing development plans, or to act as a source of current information, is a viable first step. Subsequent steps could involve training of one or two interested staff to act as trainers or facilitators to assist other professionals in specific learning experiences, or actually hiring a trainer or contracting with an institution.

Shared Responsibilities

It is not suggested here that Alberta Municipal Affairs or the planning agencies alone should bear the cost of developing continuing education or training capabilities to serve planning organizations across the Province. The responsibility is a joint one, with the educational institutions, the Department and the planning agencies sharing, with the individuals who will benefit on-the-job, a part of the responsibility to establish this capability.

The continued viability of the land use planning system, and the organizations within it, demands that we jointly rise to this responsibility.

READERS ARE INVITED TO MAKE THEIR VIEWS KNOWN TO THE AUTHORS, OR TO MEMBERS OF THE ADVISORY COMMITTEE ON TRAINING LISTED IN THE ACKNOWLEDGEMENTS, AND EVERY ATTEMPT WILL BE MADE TO TAKE THESE INTO ACCOUNT AS THE WORK CONTINUES.

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